

CHAPTER I

INTRODUCTION

1.1 Background of Study

Language can be defined as a communication tool used to transfer information, ideas and feelings from one person to another. Language can also be defined as a communication system based on words and the combination of words into sentences. By using language, humans can develop their knowledge so that they can know something. According to Holmes and Wilson (2017), language is a system of arbitrary vocal symbols used by humans for communication, which is inherently dynamic, productive, and constantly evolving in response to social contexts.

English is one of the most widely used languages in the world. Mappiasse and Ahmad (2014) state that English has become the most widely used language in the world today. Therefore, the ability to use English is very important for everyone. In Indonesia, English has been studied by Indonesian students starting from high school to college as a compulsory subject that they must master (Haerazi, 2019). Therefore, the Ministry of Education and Culture has made English a compulsory subject that must be taught in schools in Indonesia (Haerazi, 2019). English has become a compulsory subject taught in schools in Indonesia (Widyasworo, 2019).

In learning English, there are four language skills which should be mastered by students, namely: reading skill, speaking skill, listening skill and writing skill. According to Hyland (2016), writing remains a central component in English

language teaching because it is essential for academic success, communication, and self-expression in various contexts. Richards and Renandya (2020) explain, writing is a complex and cognitively demanding skill involving planning, organizing, drafting, revising, and editing processes, which makes it challenging for many learners.

Writing is an integrated communication skill that requires effort and time. In addition, writing requires more careful planning and organization than other skills, because writing inherently lacks intuitive and impromptu speech production options, including the use of fillers, pauses, and gestures. Nation (2022) states, writing is a productive skill that involves encoding ideas into written symbols to communicate messages clearly and coherently to a reader. Because writing is a means of communication and it is believed that other people will understand our thoughts, writing cannot be abandoned. And because of this problem, it is assumed that instructors must be able to find effective ways to help students overcome some the challenges faced during the teaching and learning process, especially when teaching writing. This is because student learning success is determined by the teaching methods used by the teacher. Meanwhile Kristiana (2021) states, that what makes writing difficult are language use and vocabulary (linguistics), content aspect (Psychology), as well as organization and mechanics (cognitive difficulty). Linguistics difficulties include difficulty in arranging vocabulary, grammar, language use, and choice of sentence. The physiology difficulties are about the writer's difficulty. Meanwhile, cognitive difficulties are punctuation, capitalization, spelling, and paragraphing (Kristiana, 2021).

Teaching writing is a challenging task that requires teachers to apply effective strategies to help students express, develop, and structure their ideas in written form. As Richards and Farrell (2019) explain, teaching strategies are systematic procedures or techniques that teachers employ to promote learning and achieve instructional objectives effectively. These strategies serve as tools to guide students in mastering the material being taught. In the context of teaching and learning English, it becomes the teacher's duty to select and implement the most suitable strategies to support students' writing development.

To teaching writing, the teacher should have various strategies so that the students can understand how to write well. According to Haynes and Zacarian (2010) state that, there are seven teaching strategies, namely: (a) providing comprehensible input, (b) make lesson visual, (c) link new information, (d) determining key concepts, (e) modifying vocabulary instruction, (f) use cooperative learning strategies, and (g) modify testing. Those seven strategies are the strategies that can be used by the teacher in teaching writing. Those seven strategies are the strategies that can be used by the teacher in teaching writing, as they help create a supportive and accessible learning environment, make abstract concepts more concrete, connect learning to students' prior knowledge, and accommodate diverse language needs, ultimately enabling students to improve their writing skills more effectively.

In learning English, there are various types of text, such as report text, descriptive text, recount text, procedure text, and narrative text. Report text is a factual text that classifies and describes general information about a class of

phenomena or objects, both natural and artificial, based on systematic observation (Emilia, 2016). The natural phenomena such as living things; plants and phenomena, such as about economic, technology, etc. The purpose of a report text is to present information about something generally. It generally describes the way things are with reference to arrange of natural, manmade and social phenomenon in our environment, such as; mammals, the planet, rocks, plant, countries of region, cultures, transportations, and so on. In this case, report text is relevant in for high school students, where students will personally be able to explain phenomena or things that happen in their surroundings. The researcher focuses on the strategies used by teachers when teaching report text.

Based on the researcher's observations during the implementation of PLP 2 at SMAN 3 Medan, the researcher found that many students still had difficulty in writing English texts. When asked to write a report text, students had difficulty developing and expressing their ideas effectively. One of the contributing factors is their limited vocabulary, which hinders their ability to construct coherent sentences and correct grammar. This difficulty is also increasingly influenced by the teaching approach used in the classroom. At that time, teachers tended to explain the material briefly and focused more on lectures without exploring the topic in depth or providing adequate support. Students were often instructed to use Google Translate via their mobile phones, and teachers sometimes wrote words and meanings on the board without integrating them into meaningful activities. The learning that occurred was also mostly individual and not collaborative. In addition, the time allocated for

each lesson was relatively short, making it difficult to do repetition or reinforcement, which is very important for deepening learning. These problems became very clear during the learning process, where students lacked good support and structure.

This classroom reality is in stark contrast to the teaching strategies proposed by Haynes and Zacarian (2010), who emphasize that effective teaching for English language learners should involve effective, student-centered strategies that support students' language development and comprehension. According to their theory, teachers should provide understandable input by speaking slowly, using gestures, and ensuring clarity through visual or physical cues. However, in the classrooms observed, instruction was largely verbal and lacked visual or contextual support, making it more difficult for students to follow. Haynes and Zacarian also emphasized the importance of using visual aids such as pictures, diagrams, and charts to support students' understanding of abstract concepts and vocabulary. In contrast, visual resources were rarely used in the teaching practices carried out by teachers at SMAN 3 Medan.

Furthermore, Haynes and Zacarian suggested that new information should be linked to students' prior knowledge and life experiences to make learning more relevant and engaging. This was not reflected in the classrooms, where lessons were delivered in a decontextualized manner, with little attempt to connect the content to students' backgrounds. Other strategies outlined in their theory involve defining key concepts and explicitly stating content and language objectives at the beginning of each lesson. However, such clarity and structure were lacking in the observed

environment, where students were not informed of specific objectives or expected learning outcomes. Vocabulary instruction, which Haynes and Zacarian argued should be repeated, was minimal and largely limited to rapid translation with no opportunity for reinforcement or use in writing assignments.

The theory also emphasizes the importance of cooperative learning, where students collaborate in groups and use academic language to solve problems or complete assignments. However, the observed classrooms focused primarily on individual work, leaving students with no opportunity to interact meaningfully with peers. Finally, Haynes and Zacarian argued for modifying assessments to reflect students' varying abilities and learning styles, but the assessments used in the classrooms were uniform and did not account for individual differences.

These differences indicate a significant gap between theory and practice. Although Haynes and Zacarian (2010) offer a comprehensive and supportive framework for teaching writing to students, the actual strategies implemented in the classroom are limited, teacher-centered, and lack the scaffolding necessary for effective writing instruction. This gap suggests the need for further exploration of how such theoretically grounded strategies can be better understood, adapted, and implemented in real classroom contexts, especially in secondary schools. Therefore, the researcher sought to investigate the application of Haynes and Zacarian's strategies in teaching writing and how these strategies can help improve students' writing ability in English.

Based on observations that have been made during the learning process, especially at SMAN 3 Medan, it can be said that the challenge for students is their difficulty in writing a text is the limitation of vocabulary and how to express their ideas. For that, teachers can use strategies to overcome their difficulties in writing English texts. Therefore, the researcher intends to conduct research under the title "Teacher's Strategies and Challenges in Teaching Writing Report Text to Grade XI at SMA Negeri 3 Medan".

1.2 Problems of the Study

According to Creswell (2018), the problem of the study refers to the specific issue, concern, or gap in existing knowledge that a researcher intends to address through systematic inquiry. It is the foundation of a research project, as it identifies why the study is necessary and guides the formulation of research questions, objectives, and methodology. In line with the background above, the research problem is formulated as follows:

1. What strategies are used by English teacher in teaching writing report text to eleventh grade at SMAN 3 Medan?
2. What challenges does the teacher face in implementing strategies in writing report text to eleventh grade at SMAN 3 Medan?

1.3 Objectives of the Study

According to Kumar (2019), objectives of the study are the clear, specific statements that describe what a researcher aims to achieve by conducting the research. These objectives translate the overall purpose of the study into specific, measurable, and attainable outcomes, guiding the design and implementation of the research process. Following the problems above, the research objectives of the study formulated as follow:

1. To find out what strategies are used by the English teacher in teaching writing report text to eleventh grade at SMAN 3 Medan.
2. To describe the challenges that teacher faces in implementing the strategies in teaching writing report text to eleventh grade at SMAN 3 Medan.

1.4 Scopes of the Study

According to Creswell (2018), the scope of the study refers to the boundaries or extent of the research in terms of content, population, location, and time frame. It outlines what the study will cover and what it will not, helping to clarify the focus of the research and limit its breadth to make the study manageable. This research focuses and limited to:

1. Analyzing the teaching strategies used by English teacher based on teaching strategies by Haynes and Zacarian (2010) to eleventh grade at SMAN 3 Medan.

2. Find out what are the challenges that teacher face in implementing the strategies in teaching writing report text to eleventh grade at SMAN 3 Medan.

1.5 Significances of the Study

According to Kumar (2019), the significance of the study explains how the research will contribute to the existing body of knowledge, its practical implications, and how various stakeholders (such as researchers, practitioners, policymakers, or the community) might benefit from the findings. It highlights the value, importance, and potential impact of the study. It is hoped that the findings of this research will provide information which may have Theoretical and practical value for teachers.

a. Theoritically

This study is expected to enrich the existing literature on English language teaching, particularly in the area of teaching writing. It contributes to the body of knowledge regarding the strategies that can be effectively employed in teaching report texts. Additionally, it supports and extends the framework of Haynes and Zacarian (2010) by providing real-world applications and challenges encountered in an Indonesian high school context.

b. Practically

Besides its theoretical contribution, the researcher hopes that the findings will have practical value for teachers, students, and future researchers.

1. Students

Students can benefit indirectly through the application of improved teaching strategies that are more responsive to their needs and learning styles. This may help them overcome difficulties in writing, particularly in organizing ideas and using appropriate vocabulary and grammar.

2. English Teacher

This research can serve as a reference for English teachers in identifying effective strategies for teaching report texts. It may help them better understand the challenges students face and adopt or adapt new approaches to improve writing instruction in the classroom.

3. Other Researcher

The study provides a foundation for future research on teaching strategies in English writing. It can be used as a reference for comparative studies, further exploration on report text instruction, or as a model for analyzing teaching challenges in different educational settings.